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ABSTRACT

This document gives the history of the three offerings of the University of Minnesota General College experimental course "Images of Women in Literature," and provides an evaluation of the third offering of the course in winter 1975. Steps taken to evaluate the course included: (1) the development of a course syllabus in consultation with General College literature instructors, and instructors involved with women's studies at the University of Minnesota; (2) design and administration of survey instruments to assess the level of attainment of the eight course objectives; (3) a comparison of the demographic characteristics of students enrolled in the class to those of students enrolled in "Man's Religious Beliefs"; (4) administration of pre- and post-tests to determine changes in the extent to which students demonstrated an increase in knowledge of women in literature, the history of the women's movement, and the contribution of women to society; (5) administration of pre- and post-tests to measure student attitudes toward women. The results of these evaluation processes are presented, along with a description of the teaching methods employed in the course. Appended are 25 detailed tables of evaluation data. (NHM)

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UNIVERSITY OF MINNESOTA

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Final Evaluation of GC 1-366: IMAGES OF WOMEN IN LITERATURE

This issue of the GC Studies is another in a series on curriculum building in the General College. Aside from the intrinsic interest of its subject matter, this report is a good representation of the process by which the General College adapts its curriculum to new conditions and to the changing needs of its students.

In 1972-3, the concept of "women's studies" was in its infancy at the University and the notion of a course that concentrated on the "images" of women in literature was relatively novel. Yet, because of the built-in flexibility of the curriculum and because of an atmosphere that encouraged creativity and innovation, a young instructor's proposal for a women's literature course was readily accepted and quickly implemented.

Once the initial pilot offering of the course was in progress, various segments of the College staff collaborated in expediting the experiment. Over a period of several quarters, members of the ACP division, the staff of the General College Research Center, and the College curriculum committee cooperated in refining the course, suggesting modifications and improvements, and designing and carrying out a final evaluation. Thus, what began tentatively and experimentally resulted finally in a new addition to the General College "permanent" curriculum.

Many of the people who had a part in the project described here are mentioned in the introduction. The three who had primary responsibility for preparing this report have diverse backgrounds and interests. Patricia Davis is a Teaching Associate in the General College ACP division and a graduate student in American Studies; Peggy Dreckman is a Teaching Assistant in the General College Research Center, a University of Minnesota Law School student, and a graduate student in education, and James Robertson is a Research Fellow in the GC Research Center and a Ph.D. candidate in the University of Minnesota College of Education.

JC 760 321

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Editors: DAVID L. GIESE, Assistant Dean • ALEX KURAK, Professor, Arts, Communication and Philosophy

Foreword

The idea for a General College course on women appeared in print for the first time in the spring of 1972, when Ms. Fluffy Olson, a young instructor in the General College division of Literature, Communication, and Philosophy (since renamed Arts, Communication, and Philosophy) distributed a memorandum containing a proposal for a "Special Topics" course that would "focus on women, both as subjects of and contributors to Western art and culture." While, as Ms.Olson stated in her proposal, it would be necessary to include some sociology and history in the course, "the emphasis would be on women in the arts." In the initial experimental offering of the women's course, as well as in all subsequent offerings, the concentration on the arts has remained a primary emphasis.

Although Ms. Olson's original proposal was made in the spring of 1972, her idea was not implemented until the winter of 1973. During the winter quarter,1973, GC 1-378 -- Literature: Special Topics "Images of Women" (5 credits) was listed in the class schedule for that quarter with Ms. Olson as the instructor. One of the prerequisites for enrolling in the class was "permission of instructor," and Ms. Olson personally interviewed each student who expressed an interest in the subject of the course. Though the control was set at forty, 43 students were admitted by Ms. Olson and 38 of them finished the course ten weeks later.

By making "Special Topics" slots in the curriculum available to any staff member who wants to introduce a new course on an experimental basis, the General College has long encouraged its faculty in curricular experimentation. Thus, Ms. Olson, after encouragement from her divisional colleagues, was able to implement her idea for a course on women with a minimum of bureaucratic preparation, supervision, and evaluation. Though neither division nor college

regulations, for instance, required her to make a formal evaluation for a Special Topics offering, Ms. Olson nevertheless prepared a report at the end of winter quarter, 1973. On the whole, Ms. Olson wrote, "students reported that their expectations of the course were met and often exceeded."

Encouraged by the apparent success of the initial experimental offering, the LCP (now the ACP) division with the cooperation of the General College Curriculum Committee, assigned a "permanent" number (GC 1-366) and name ("Images of Women") to the course and listed it as an offering in the class schedule for the spring of 1974. This time the course was assigned to Professor Mary Wyvell, and the prerequisite of "permission of instructor" was removed. While the class control remained at forty, actual enrollment was 28 students, 25 of whom completed the course.

Under the conditions of curriculum experimentation prevailing in the College in 1974, a division that offered a course a second time was required to prepare a prospectus of the proposed offering and to submit a detailed evaluation of it for the college curriculum committee. Accordingly, Professor Wyvell began to collect data and keep records about the spring, 1974, offering from the moment that advance registration began, continuing through the ten weeks of the quarter. Once the spring quarter was over, Professor Wyvell compiled all of her data into an "Interim Report on GC 1-366, Following the Second Experimental Offering in Spring, 1974." While this report was intended particularly for the General College Curriculum Committee, it was also distributed to all members of the ACP division and other interested faculty members in the General College. Since it was the first formal report on a new experimental course in the curriculum, Professor Wyvell made it a point to be as thorough as possible. Thus, in addition to including features that are usual in such reports -- bulletin description,

course objectives, a description of teaching methods employed, student responses to questionnaires, etc. -- Professor Wyvell also attached appendices providing examples of instructional materials used in her class and in the initial "Special Topics" offering by Ms. Olson. Also included was a copy of Ms. Olson's original 1972 memorandum that first broached the idea for a course on women as well as a copy of a division document (for which Ms. Olson was primarily responsible) that appeared in the interval between the end of the first "Special Topics" offering (winter, 1973) and the beginning of the second (spring, 1974) offering. Thus, in its inclusiveness, the report of Professor Wyvell was, in effect, a report on the first two offerings of GC 1-366, rather than just on the second.

Notwithstanding the thoroughness of the documentation of the first two offerings -- and notwithstanding the voluminous bulk of the Wyvell report -- the ACP division continued to accumulate data and continued to regard the course as experimental, even while preparing to offer it again.

The third and final experimental offering of GC 1-366 -- now re-titled "Images of Women in Literature" -- was a part of the ACP division's program for winter, 1975. On this occasion the instructor was Ms. Patricia Davis, the class control remained at forty students (36 actually enrolled; 33 finished the course), and the "permission of instructor" stipulation re-appeared in the course description. As in the case of the earlier offerings, the instructor was meticulous in compiling data related to the course in anticipation of a final report to the General College Curriculum Committee. In this instance, as in the other two, the instructor bore the primary responsibility for preparing the report, though, as in the earlier instances, she was aided by others in the ACP division and in the General College Research Center. Thus, the report that follows is a modified version of the ACP division's final report to the General College Curriculum Committee on a curriculum experiment

that began in the winter of 1973 and completed two years later. GC 1-366: Images of Women in Literature is now a permanent part of the General College curriculum.

GC 1-366: Images of Women in Literature:

An Evaluation

by

Patricia K. Davis

Peggy Ellen O'Hare Dreckman

James M. Robertson

BULLETIN DESCRIPTION

1366. Literature: IMAGES OF WOMEN IN LITERATURE. (5cr; prereq #) Some typical and atypical ways in which women are presented in fiction, drama, poetry, movies, visual art, pop music, and mass media. Students read excerpts from relevant historical and sociological feminist documents and discuss and write about ways in which their own concepts of female personality and women's role in society are affected by arts and media.

POSSIBLE COURSE USE

1. For students who wish to use course as partial fulfillment of their Artistic Expression lower division distribution requirement, or as an elective.
2. For students who want a general introduction to women's issues for reasons of personal interest.
3. For students who would like to read a variety of literature which reflects social change.
4. For students who want some preparation before enrolling in more sophisticated courses on women in literature.
5. For students who want to use this course as one of those recommended for majors in Women's Studies.

COURSE OBJECTIVES

1. To provide a lower division course in which students survey literature by and about women through examination of a variety of literary genres.
2. To increase student knowledge of the contribution of women in literature.
3. To increase student knowledge of history of women's movement.
4. To increase student knowledge of the contribution of women to our society.
5. To offer students the opportunity to develop a critical awareness of the depiction of sexual roles in fiction, poetry, music, and movies as well as in journalism, advertising, and television.
6. To provide a forum whereby students might effectively express themselves on issues and ideas pertaining to the course.
7. To increase student awareness of the reciprocal effect of literature and male-female social perspectives.
8. To involve students in an examination of the role of women in literature as it affects their individual experience.

STEPS TAKEN TO EVALUATE COURSE

1. To ascertain professional opinion as to the scope and content appropriate for a lower division survey of literature by and about women (objective #1), the instructor examined the interim report describing the first two offerings of the course, consulted with General College literature instructors, interviewed instructors of, and examined material for, women's courses at the University of Minnesota and other institutions, and sought the advice of Toni McNaron, Coordinator of the University of Minnesota Women's Studies program.

   a. After considering the numerous short story, poetry and feminist anthologies, novels, films, video tapes, musical selections, and women's histories recommended, the instructor chose a text list and developed a course syllabus. Text selection was determined by: frequency of recommendation, appropriateness for lower division students, cost to students, comprehensiveness and variety of genre. To supplement primary texts, the instructor decided to use mimeographed copies of recommended material (i.e. poetry by early European and American female poets, feminist essays, literary criticism), guest lecturers, movies, and a multi-media presentation recommended by the University of Minnesota Women's Center. To minimize text cost to students, the instructor chose to lecture on the history of the women's movement, using as her sources texts recommended by Professor Clarke Chambers, Chairman of the University's history department, and material listed in Women in America, a bibliography published by University of Minnesota Continuing Education and Extension Women's Programs.

   b. Before submitting final text list, the instructor discussed course plans with Professor McNaron and with Ms. Gail Thoen, designated instructor for GC 1-733, Contemporary Sex Roles (originally proposed and taught by Virginia Juffer). In her consultation with Ms. McNaron, the instructor wished to determine that the texts and course plan were suitable for Women's Studies Program but did not duplicate those of other introductory courses. (GC 1-366 is listed as one of the courses available for Women's Studies majors.) In her meeting with Ms. Thoen, the instructor compared course plans and text lists with those proposed for 1-733. Ms. Thoen agreed with the instructor that there was little if any overlap in material proposed for the two courses; that, in fact, the courses were complementary.

2. For assistance in evaluation of listed objectives two through eight, the instructor sought the assistance of the General College Research Center staff.

   a. The Research Center provided an evaluation team whose primary functions were to select evaluation procedures and instruments as well as to collect, analyze, and interpret data. Clerical and data tabulation services were provided by two part-time research assistants on the Research Center Staff.

b. Each step of the evaluation process was worked out in cooperation with the instructor. By working closely with the instructor, the evaluation team sought maximum communication, thus increasing the understanding of the role each person was to perform in the evaluation. Several short meetings were held in the weeks before the course began. Exchanges made at these meetings helped to clarify the instructor's goals and objectives for the course, define the roles of the evaluation team, and provide information necessary for the selection of measurements and test instruments.

c. After discussing several possible measures, the evaluation team and instructor consulted with staff members at University Measurement Services to determine the availability of standardized tests.

3. In the evaluation of Images of Women in Literature, the answers to two general questions are sought. First, does the course meet its stated objectives? Second, do students enrolled in the course differ appreciably from a control group of General College students? To provide this information, the evaluation team decided to collect information on student demographics, on student knowledge of course content, on student attitudes toward women, and on student objectives in taking the course.

a. Demographic information on students enrolled in GC 1-366 and on a control group of students enrolled in GC 1-357, Man's Religious Beliefs, was collected in a questionnaire administered to both groups of students during the first week of classes. (Copies of the questionnaire are available at the Research Center.) The questionnaire asked for age, sex, educational status of parents, the students' birth order position, number of siblings, and marital status. This data provided two kinds of information. First it gave a clear demographic picture of the students enrolled in the third offering of GC 1-366, and second, it enabled the evaluation team to compare this group to the control group on a number of variables.

b. Changes in the extent to which students demonstrated an increase in knowledge of women in literature, the history of the women's movement, and of the contribution of women to our society (objectives 2,3, and 4) were measured by a pre-post test developed by the instructor. Each part of the three part test contained twenty-five multiple choice items. The three categories tested were: Women in Literature, the Women's Movement, and Noted Women Past and Present. The final examination which included the original seventy questions in the evaluation test and an additional seventy-five multiple choice items also tested knowledge gained through the course.

c. Further indications of students' acquisition of knowledge and ability to apply concepts were the weekly "pop" quizzes on particular readings and the mid-term essay examination. The quizzes, usually short answer, tested student knowledge of specific information (i.e. characters, actions, events). The midterm essay examination

(see Appendix C) tested student knowledge of assigned reading, ability to apply concepts, organize material, and write clearly.

d. An in-class verbal "bulletin board" originally designed as an exchange of information, rapidly become one indication of student awareness of the depiction of sexual roles in various media (Objective 5). Facetiously dubbed "show and tell," these daily class sessions became the forum for short impromptu discussion of female/male characterizations in movies, television shows, novels, short stories, articles, advertisements, plays, and conferences. Class discussions on assigned reading and individual student projects provided additional indications of student awareness of the depiction of sexual roles and their ability to express themselves effectively (Objectives 5 and 6). Each student was required to complete a project which in some way related to material covered in class. This project could be anything from a research paper to a musical presentation. Criteria used to determine project grades included, originally, content research techniques (where applicable), and style of presentation.

e. The seventh and eighth objectives of the course (To increase student awareness of the reciprocal effect of literature and male-female social perspectives (to involve students in an examiniation of the role of women in literature as it affects the students' individual experience) were felt to involve, to some degree, student attitudes. In an effort to measure student attitude toward women, a pre-course/post-course test was given. The measure used was "The Attitudes Toward Woman Scale" (AWS), a standardized scale developed at the University of Texas by Janet T. Spence and Robert Helmreich. The AWS contains 55 items, each with four response alternatives, bearing on the vocational, educational, and intellectual roles of women, freedom and independence, dating, courtship and etiquette, sexual behavior and marital relationships and oblications. Normative data for the scale are described in "Document, Journal Supplement Abstract Service," Catalog of Selected Documents in Psychology, 1972, 2, 66. The AWS scale was administered to students enrolled in GC 1-366 - Images of Women in Literature, and to the control group of students enrolled in GC 1-357 - Man's Religious Beliefs. The pre-course measure was taken on the second class meeting for each group. The post-course measure was taken during the last week of the academic quarter.

f. Another measure administered to students in 1-366 immediately after the post AWS scale was a locally developed open-ended questionnaire which asked them to explain why they had taken the course and what they had expected to gain from it. Students were asked whether the course had fulfilled their expectations, why or why not. Examination of students' daily journals provided another measure of attitude change as well as an indication of the extent to which students grasped the concepts presented in the course and were able to relate these concepts to individual experiences.

Through the described evaluation procedures, the Research Center team and the instructor attempted to measure each of the objectives listed for the third offering of GC 1-366, Images of Women in Literature.

TEACHING METHODS

1. One undergraduate teaching assistant, Ms. Kathleen Perry, a General College junior in the Human Service Generalist program, assisted the instructor. Ms. Perry, who was a student in the first offering, provided information on the teaching methods employed for the first two course offerings, thus establishing additional continuity between all course offerings. Her duties included: keeping class attendance, distributing class materials, reading and writing comments on student journals (instructor and assistant alternated reading of individual journals), leading small group discussions (class was divided into three small groups with instructor, assistant, and designated student leading groups), conferring with the individual students on class projects (both instructor and assistant read all projects), and grading some of the quizzes.

2. Reading assignments and course requirements as outlined in the syllabus were clarified for students during first class session. The instructor explained that final grades in the course would be determined on the basis of a point system with each of six areas being assigned a certain number of points. Students were assured that all class members who wrote daily journals, participated in class discussions, and submitted class projects would receive fifty points in each of these areas, regardless of quality of work. While students who demonstrated exceptional work in these areas could earn "bonus" points, these points would be used to raise "borderline" grades only after final point tabulation was made. Scores on final examination (possible 150 points), midterm (possible 75 points), and quizzes (about 40 points) completed the point system. The instructor and assistant introduced themselves, to state why they were taking the course, and to offer personal comments if they felt comfortable doing do.

3. The Content Evaluation pre-test, administered during the second class session gave the instructor an indication of student knowledge of proposed course material. Because test scores showed that only a few students had prior knowledge of material, the instructor decided to follow original course plan.

4. Class sessions during the first half of the quarter were divided between full class lectures, discussions, and small group discussions. Small group discussions, which seemed to function primarily as a socialization process, were discontinued after midterm. Following a broad historical outline, course lectures and handouts focused on images of women presented in Greek literature, the Bible, and selected examples from early literary works.

Assigned reading and class lectures introduced students to early feminist concepts and to several literary works of the early nineteenth century. By the midterm examination assigned reading, handouts, the outside class movie assignment, and class lectures moved the course focus to the early twentieth century and the passage of the nineteenth amendment -- a period coinciding with the final episodes of Main Street, the novel chosen for the course.

5. Class sessions during the second half of the quarter were divided between lectures, discussions, student presentations, and guest lectures and more time devoted to student participation (discussion and presentation) than to lectures. Guest lectures on women in television and on women and Freudian psychology and a multimedia presentation of women's work roles were included during these weeks. A number of students chose to present their projects before the class or to adapt their written projects for class presentation. Topics chosen for class projects, reflecting the wide range of individual student interest and ability, included: images of women in early twentieth century music, the work of Willa Cather, a student's sketches of his impressions of images of women in assigned reading, illustrations of sexist advertising in popular magazines, the current women's movement and minority women, images of women on Prime-Time television, women and Judaic law, images of women in science fiction, lesbianism, women in Minnesota history and poetry written by class members.

6. In lectures and class discussions, the instructor emphasized the social aspects of literature. She pointed out that most artists are influenced by social values of their times, by their personal orientation to these values, and by their perception of literary conventions and that complex and difficult-to-define interaction is also at work for readers. Focusing on literature, the arts and media as social phenomena, the instructor attempted to show that there are reciprocal effects between these forms and male/female social perspectives.

EVALUATION RESULTS

A. Demongraphic Information

Appendix A presents a summary of demographic data obtained from students in GC 1-366 and GC 1-357 who participated in a survey of attitudes toward women. It was found that students in the two groups were similar on most variables. In both groups, most students were nineteen-year old General College freshmen. Although a greater number of men were found in the GC 1-357 group surveyed (six compared to two in the GC 1-366 group), both groups contained a majority of women. (See Table 1, Appendix A).

Information provided by the students on their marital status showed that most students in both groups were unmarried and unattached. (68% in the GC 1-366 group and 66% in the GC 1-357 group). No married persons living with a spouse were found in the GC 1-366 group;

however, 23% of the GC 1-366 group reported that they were cohabitants In the GC 1-357 group 16% were married and living with a spouse, and none of the students were cohabitants. (See Table 2, Appendix A).

Other differences noted in the two groups were in the areas of birth order, sex of siblings and parents' education. In the GC 1-366 group, 42.9% of the students were oldest children with younger siblings compared to 27.8% of the students in the GC 1-357 group. Thirty-three percent of the students in the GC 1-366 group were found to have one brother or one sister. The same percentage of students in the GC 1-357 group reported having no brothers and two sisters. (See Table 3, Appendix A.)

Information on the education backgruund of GC 1-366 students' parents showed that 42.9% of both parents had some type of post high school education; however 23.8% of the mothers but only 4.8% of the fathers held four-year degrees. Thirty-eight percent of both mothers and fathers had no more than a high school education.

Of the parents of students in the GC 1-357 group, 27.8% of mothers and 38.9% of fathers had some type of post high school education. Over 50% of the mothers and 44.5% of the fathers of students in the GC 1-357 groups had no more than a high school education. (See Table 4, Appendix A.)

B. Course Content

Table 5, Appendix B. presents the mean scores obtained by students in GC 1-366 who participated in a pre-course/post-course test designed to measure increases in knowledge about women. Knowledge in the following areas was measured: Noted Women, Women in Literature and The Women's Movement.

Each sub-test contained twenty-five items reflecting factual information about women. On all three measures mean post-test scores for the groups increased significantly ($p. < .001$). The significance factor of $p. < .001$ indicates that the probability of these differences in mean scores occurring by chance alone is one in 10,000.

A frequency distribution of test scrres achieved on the final examination of material covered in GC 1-366 is presented in Table 6, Appendix B. Two-thirds of the students who took the final answered correctly two-thirds of more of the items of the test.

C. Attitude Test

Table 7, Appenidx C, compares mean (average) attitude scores of students enrolled in GC 1-366, GC 1-357, and mean scores of Texas college students who served as norm groups for a test on attitudes toward women. The test consisted of six scales reflecting attitudes toward women's participation in a variety of social endeavors. Total test scores reflect attitudes toward women generally, while scale scores represent attitudes toward women's participation in specific activities. High numerical scores, up to a possible total test score of 165, indicate tolerant attitudes toward women.

Thirty-one students enrolled in GC 1-366 and forty students enrolled in GC 1-357 took part in the pre-course attitude survey. Both groups achieved higher mean scores than were obtained by students in Texas. However, students in the GC 1-366 group obtained the highest mean scores. This indicates that while students in both GC groups evidenced tolerant attitudes toward women, students in the GC 1-366 group were the most liberal of the three groups surveyed.

The mean scores of GC men, who participated in both the pre-test and post-test measures were compared to the mean score of Texas men. As indicated in Table 3A, men in the GC 1-366 group had the highest mean scores of the three groups. However, men in the GC 1-357 group achieved higher mean scores than were achieved by the Texas men.

The pre-test scores of GC women who participated in both the pre- and post-test measures were examined separately. When these mean scores were compared to mean scores of women students in the Texas norm groups, it was found the GC women attained higher mean scores than the Texas women, with women in GC 1-366 achieving the highest mean score in the three groups.

Nineteen women in GC 1-366 took part in both the pre-test and the post-test. For these students, mean scores on the total test and mean scores on each of the six scales were higher on the post-test than on the pre-test. The greatest increase in mean scores was noted on scale 6, measuring attitudes toward women in marital relationships and obligations. (See table 8, Appendix C, for pre-test mean scores and Table 9, Appendix C, for post-test mean scores.)

Women in GC 1-357, twelve of whom participated in both the pre-test and the post-test, showed a slightly more tolerant attitude on the mean total post-test score than on the pre-test. However, on scale 5 (sexual behavior) these students obtained a lower mean score on the post-test than they had achieved on the pre-test (see tables 8 and 9, Appendix C).

Since mean scores for both groups were higher on the post-test than on the pre-test, the data obtained from men and women in both courses was analyzed to determine whether or not the greater increase by the GC 1-366 group could be attributed to instructional effect.

Table II, Appendix C, presents the results of an analysis of variance* on the data. These results clearly indicate that the greater gain in the mean scores of the GC 1-366 group was due to instructional effect (i.e. the course). A separate analysis of variance on the data obtained from women in GC 1-366 and 1-357 showed similar results (See Table 12, Appendix C). (Due to the small number of men participating in both the pre-and post-test, men's scores were not analyzed separately. Figure 1 and Figure 2 (end of Table 11, Appendix C) illustrate the differences in gain between the two classes (Figure 2 represents women only). The analysis of variance takes into account not only the difference between

*Winte, B.J. (1971), Statistical Principles in Experimental Design, (2nd Edition), New York, McGraw-Hill

pre-test measures for each class and post-test measures for each class, but also amount of mean difference between gains made by the two classes.

D. Student Objectives

Student responses to an open-ended questionnaire designed to elicit their objectives for taking the course and their opinions as to whether or not the course met their objectives, are presented in Table 13, Appendix D. The most frequently stated student objective was "to read good literature." "To find out about women's movement" and "to expand knowledge of women in literature" were reported almost as frequently as primary objectives for taking the course.

Thirteen student responses note that the course completely met stated objectives; according to eighteen responses, the course mostly met student objectives; eleven responses stated that the course somewhat met objectives, and one response indicated that the course did not meet objectives. (Students often listed more than one objective.)

As a check on students' perceptions of changes in their attitudes toward women, a post-course questionnaire was administered which asked 1) whether students felt that they were more able to understand women after taking the course and 2) whether their attitudes toward male/female roles in society had changed as a result of the course. Of the twenty-nine students who responded to these items, twenty-two felt better able to understand women after taking the course, and fifteen felt that their attitudes have changed as a result of the course. (See Table 14, Appendix D.)

Discussion

Results of the evaluation conducted by the General College Research Center and course instructor indicate that all objectives stated for the third offering of GC 1-366, Images of Women in Literature, were met.

A. Objective #1 — to provide a lower division course in which students survey literature by and about women through a variety of literary genre, was met through the previously discussed consultations and planning for the course. Student objectives, as reported in the response to questionnaire (Table 13, Appendix D), indicate that many students sought a course in which they could survey literature by and about women and that the course met their objective.

B. Test scores (See Table 5, Appendix B) show that student knowledge of women in literature, of the women's movement, and of noted women increased significantly during the quarter, indicating that objectives 2, 3, and 4 were met.

C. Class discussions, journal entries and completed class projects suggest that by the end of the course students had developed a critical awareness of the depiction of sexual roles in various media and that they were willing and able to express their ideas (objectives 5 and 6). By the end of the quarter, most students freely articulated opinions about course material and demonstrated increased ability to extrapolate concepts presented in class and apply them to particular literary works and to their own experience. Later journal entries evidenced an increased ability over time to express and defend ideas concerning class materials. The depth and comprehensiveness of class projects suggest that students availed themselves of the opportunity to demonstrate knowledge and abilities in areas of individual interest.

D. As a result of exposure to information presented in the class, students showed an increased awareness of male/female social perspectives and willingness to tolerantly consider female roles in society (objectives 7 and 8). Results of the Attitude Toward Women test indicate that although students in GC 1-366 held tolerant attitudes toward women's social roles before taking the course, attitudes became even more tolerant by the end of the course. Table 11, Appendix C, presents the results of an analysis of variance. These results indicate that this increase was due to instructional effect.

E. Based on the information provided in the demographic survey of students in GC 1-366 and of the control group, the evaluation team concluded that students in 1-366 do not differ appreciably from other students in a control group.

F. Student objectives as reported in questionnaire (Table 13, Appendix D) indicate that there is a close correlation between students' reasons for taking the course, the course description in GC Bulletin, and the instructor's objectives for the course. Student responses indicate that the course met their objectives.

Appendix A: DEMOGRAPHIC DATA

Table 1

	AGE IN YEARS (average) mean	(most frequent) mode	N	SEX Female N	Male N
GC 1-366	22.7	19.0	21	19	2
GC 1-357	21.2	19.0	18	12	6

	COLLEGE STUDENTS ENROLLED IN:* (Percentage of students in each category) GC	Other	YEAR IN SCHOOL:* (Percentage of students in each category) Freshmen	Sophomores	Juniors	Seniors
GC 1-366 (N_{21})	85.7	14.3	47.6	28.6	9.5	9.5
GC 1-357 (N_{18})	88.9	5.6	50.0	44.4	5.6	0.0

*Missing data not reported

Table 2

MARITAL STATUS
(Percentage of students in each category)

	GC 1-366 (N_{21})	GC 1-357 (N_{18})
Single	61.9	66.7
Engaged	0.0	5.6
Married Living w/spouse	0.0	16.7
Married/separated	9.5	0.0
Divorced	4.8	11.1
Co-habitant	23.8	0.0

DEMOGRAPHIC DATA

Table 3

BIRTH ORDER OF STUDENTS

	GC 1366 % (N_{21})	GC 1357 % (N_{18})
Only child	0.0	11.1
Oldest child	42.9	27.8
Mid-range child	33.3	33.3
Youngest child	23.8	27.8

	NUMBER OF BROTHERS			NUMBER OF SISTERS	
	GC 1366 % (N_{21})	GC 1357 % (N_{18})		GC 1366 % (N_{21})	GC 1357 % (N_{18})
brothers	19.0	33.3	0 sisters	28.6	22.2
brother	33.3	22.2	1 sister	33.3	11.1
brothers	28.6	16.7	2 sisters	9.5	33.3
brothers	4.8	22.2	3 sisters	28.6	16.7
or more brothers	14.3	5.6	4 or more sisters	0.0	16.7

DEMOGRAPHIC DATA

Table 4

PARENTS' EDUCATION*

	MOTHER'S EDUCATION		FATHER'S EDUCATION	
	GC 1366 % (N_{21})	GC 1357 % (N_{18})	GC 1366 % (N_{21})	GC 1357 % (N18)
less than high school	19.0	11.1	19.0	16.7
High school graduate	19.0	44.4	19.0	27.8
Business school graduate	4.8	0.0	4.8	16.7
Nurse's diploma	0.0	11.1	0.0	0.0
Some college	4.8	11.1	14.3	11.1
Two-year college degree	9.5	5.6	19.0	0.0
Four-year college degree	23.8	0.0	4.8	11.1
Some graduate/professional school	4.8	5.6	0.0	0.0
Graduate/professional degree	4.8	5.6	9.5	11.1

*Missing data not reported

Appendix B: COURSE CONTENT

Table 5
(MEAN SCORES OBTAINED BY STUDENTS IN GC 1366 ON THREE MEASURES OF KNOWLEDGE ABOUT WOMEN)

	Pretest Mean	Post-test Mean	Mean Difference	P
Women's Movement	10.9	15.9	5.0	<.001
Noted Women	15.5	19.4	3.8	<.001
Women in Literature	11.0	14.9	3.9	<.001

Table 6

(FREQUENCY DISTRIBUTION OF 1366 FINAL EXAMINATION SCORES) (N_{33})

Number of students	Range of scores
1	61-70
0	71-80
4	81-90
8	91-100
2	101-110
7	111-120
6	121-130
5	131-140

Mean Score	109.69
Mode	99.0

Appendix C: ATTITUDE TEST RESULTS

Table 7

MEAN SCORES OF STUDENTS ON ATTITUDE TWARD WOMEN TEST

	GC 1366 and GC 1357 Students combined pretest	TEXAS Students	GC 1366 Men & Women Pretest	GC 1357 Men & Women Pretest
All Students TOTAL TEST	N 71	N2,962	N31	N40
MEAN SCORE	115.7	93.7	128.9	105.6

	Mean GC 1366 Women Pretest	GC 1357 Women Pretest	TEXAS Women
WOMEN'S TOTAL TEST	N19	N12	N1,536
MEAN SCORE	131.8	114.2	98.2

	GC 1366 Men N2		GC 1357 Men N6		TEXAS Men N1,426
	Pretest	Post-test	Pretest	Post-test	
MEN'S TOTAL TEST MEAN SCORES	117.0	119.0	100.6	109.0	89.5

Appendix C (Continued) ATTITUDE TEST RESULTS

Table 8

MEAN SCORES OF WOMEN STUDENTS WHO PARTICIPATED IN A PRETEST MEASURE OF ATTITUDES TOWARD WOMEN

	N_{19}GC 1366 Women	N_{12}GC 1357 Women	Mean Difference	P
Total Pretest Mean Scores	133.9	108.2	21.7	<.02
Sub-scales				
1. Vocational, Educational and Intellectual roles	44.2	41.0	3.2	<.14
2. Freedom and Independence	9.0	7.8	1.2	<.12
3. Dating, Courtship and Etiquette	14.6	11.1	3.5	<.02
4. Drinking, Swearing, Jokes	7.2	5.6	1.6	<.06
5. Sexual Behavior	14.0	10.8	3.2	<.009
6. Marital roles and obligations	42.6	37.2	5.4	<.01

Table 9

MEAN SCORES OF WOMEN STUDENTS WHO PARTICIPATED IN A POST TEST MEASURE OF ATTITUDES TOWARD WOMEN

	N_{19}GC 1366 Women	N_{12}GC 1357 Women	Mean Difference	P
Total Post Test Mean Scores	148.1	111.8	36.3	<.001
Sub-scales				
1. Vocational, Educational and Intellectual roles	48.4	39.9	8.5	<.001
2. Freedom and Independence	10.5	7.8	2.7	<.005
3. Dating, Courtship and Etiquette	16.7	10.5	6.2	<.002
4. Drinking, Swearing, Jokes	8.1	5.8	2.3	<.009
5. Sexual Behavior	17.2	10.2	7.0	<.001
6. Marital Roles and Obligations	46.7	37.4	9.3	<.002

Appendix C (continued) ATTITUDE TEST RESULTS

Table 11

ATTITUDES TOWARD WOMEN

TOTAL SCORE OF MEN AND WOMEN WHO PARTICIPATED IN BOTH THE PRETEST AND POST-TEST

	Pre-test		Post-test		Gain	N
	MEAN	SD	MEAN	SD		
GC 1-366	132.2	22.9	145.3	16.7	13.1	21
GC 1-357	107.8	22.1	108.6	23.0	0.8	18

ANALYSIS OF VARIANCE TABLE

Source	df	SS	MS	F	P
C	1	18102.9642	18102.9642	21.4	$P < .01$
s (C)	37	31256.76	844.7773		
P	1	1070.782	1070.782	17.6	$P < .01$
PC	1	722.9820	722.9820	11.8	$P < .01$
PxS(C)	37	2248.736	60.7766		

C = Class effect (MAIN EFFECT)
S(C)= Students within classes
P = pre-post effect(MAIN EFFECT)
PC = pre-post x Class interaction
PxS(C)=pre-post x Students within classes

FIGURE 1

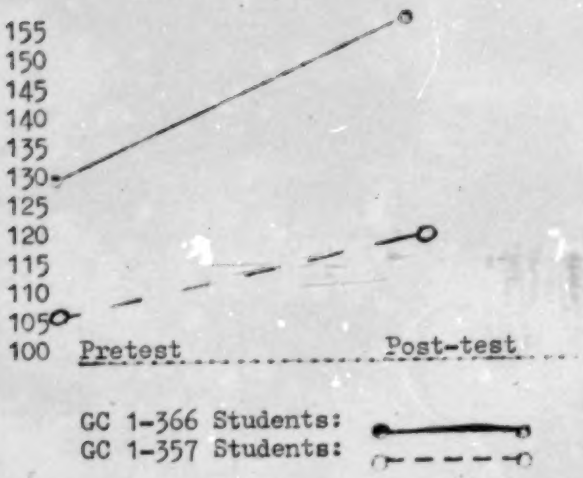

Figure 1 illustrates the gains in the mean scores of students (men and women) enrolled in GC 1-366 and GC 1-357 who participated in a survey of attitudes toward women.

Appendix C (continued)

Table 12

ATTITUDES TOWARD WOMEN TOTAL SCORES OF
WOMEN WHO PARTICIPATED IN BOTH THE PRE- AND POST-TEST

	PRETEST		POST TEST			
	MEAN	SD	MEAN	SD	GAIN	N
EXP. CLASS	133.9	22.6	148.1	14.5	14.2	19
CONT. CLASS	108.2	24.0	111.8	20.4	3.6	12

ANALYSIS OF VARIANCE TABLE

SOURCE	df	SS	MS	F	P
C	1	14174.0	14174.0	17.1	<.01
S(C)	29	24039.5	828.9		
P	1	1560.0	1560.0	27.6	<.01
PC	1	407.1	407.1	7.2	<.05
PxS(C)	29	1638.4	56.5		

C =classes effect (MAIN EFFECT)
S(C) = students within classes
P = Pre-Post effect (MAIN EFFECT)
PC = Pre-Post x class interaction (INTERACTION)
PxS(C) = Pre-Post x students within classes

FIGURE 2

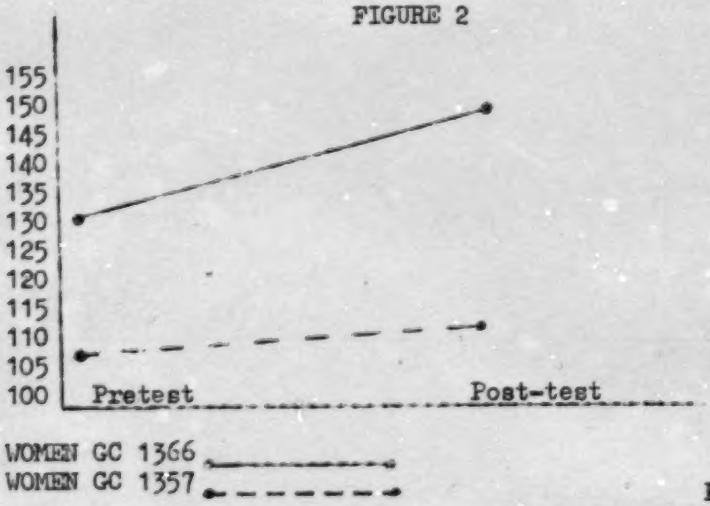

Figure 2 illustrates the gains in the mean scores of women enrolled in GC 1366 and GC 1357 who participated in a survey of attitudes toward women.

Appendix D

Table 13

SURVEY OF STUDENT OBJECTIVES (29 students surveyed)

Frequency Stated	Stated Objective	Course met objectives: completely	mostly	somewhat	very little	not at all
1	continue my interest in feminism	1				
2	5 credit elective	1		1		
4	learn more about women	2	1	1		
6	find out about women's movement	2	4			
3	determine others' opinions on women's movement	1	2			
4	make myself aware of male/female roles in society		2	2		
7	read good literature	3	2	2		
1	fill schedule		1			
5	expand knowledge of women in literature		4	1		
1	to broaden my knowledge of women's contribution to the human race		1			
1	to discover what women-type problems are			1		
2	to fulfill requirement	1		1		
1	I have none					1
1	to learn as much about my heritage as possible			1		
2	to meet other women interested in feminism	2				
2	to learn more about famous women		1	1		

Table 14

SURVEY OF STUDENT UNDERSTANDING AND ATTITUDES

	Yes	No	About the Same
Do you feel that you are more able to understand women after taking this course?	22	1	6
Do you feel that your attitude toward male/female roles in society changed as a result of this course?	15	14	

Appendix E
(Topics Covered)

GC 1-366, Images of Women in Literature

Week 1: Early Voices of Feminism

Week 2: Man's World, Woman's Place

Week 3: After Nora Slammed the Door

Week 4: Up From the Pedestal

Week 5: The New Woman

Week 6: After the Vote

Week 7: The Awakening

Week 8: Women and Madness

Week 9: A Century of Struggle

Week 10: The Sisterhood is Powerful

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